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ABSTRACT

In many classrooms, the textbook becomes the main source used to determine objectives, procedures, opinions, questions, thoughts, and other items used in teaching U.S. history. This study was done to determine how the Reconstruction Era was presented in a selected group of junior high school U.S. history textbooks. The books were classified according to the manner in which each book answers a common set of questions. Seven textbooks were analyzed on the basis of five questions designed to determine the quality of the presentation of the Reconstruction period. Data were analyzed by counting the number of lines devoted to 26 aspects of Reconstruction. Findings were: (1) textbooks tended to be similar and present similar material; (2) textbooks used a large number of illustrations; (3) textbooks were highly factual, offering few interpretations; (4) textbooks tended to be accurate in their presentation of facts; and (5) the selected texts tended to be void of descriptive adjectives, thus avoiding bias. This research supported the findings of Project SPAN which found textbooks to be accurate and fair in presenting minorities. (SM)

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A CONTENT ANALYSIS OF THE RECONSTRUCTION PERIOD AS PRESENTED IN SELECTED JUNIOR HIGH AMERICAN HISTORY TEXTBOOKS

by

PHERNANDO T. BEARDEN

A THESIS

Submitted in partial fulfillment of the requirements for the degree of Educational Specialist in the Division of Social Sciences

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CHAPTER I

INTRODUCTION

In America, textbooks are widely used sources of instruction. Twenty-three states provide an adopted list of books from which choices are made. The selection of textbooks is a major problem for school districts in states because textbook authors vary on the content presented in textbooks (Project Span, 1982).

There is a tendency in teaching American history to develop the course content according to the outline established by the authors of the textbooks selected. Therefore, in many cases, the textbook becomes the main source used in determining objectives, procedures, opinions, questions, thoughts and other items used in teaching American history. Shaver (1979) states that "Teachers tend not only to rely on, but believe in the textbook as the source of knowledge. Textbooks are not seen as support materials, but as the central instrument of instruction" (p.151). Patton (1980) likens the teacher's use of the textbook to the Bible. According to Patton (1980) the teacher starts with chapter one and ". . . moves through the textbook having children read its gospel truth and do all the suggested activities" (p. 21). As a result, the objectives, thoughts, plans and findings of the authors tend to become the same for the teacher. Therefore, students will have a tendency to develop particular attitudes and concepts based on the textbook selected.

In American history courses, the instrument used most often for individual study is the textbook. In a combined study by the Joint Committee and the American Textbook Publishers Institute (1967), the committee reports that textbooks are the main sources for instructing students and individualized study. They are used to make homework assignments, reading assignments, and project assignments based on the materials at the end of the chapters. Maxwell (1921) concludes that many people believe that the textbook is second only to the teacher as an indispensable item in the schools.

In an analysis of American history textbooks, Siler (1986) writes that curriculum materials, especially textbooks, are the guiding sources of instruction in most social studies classes. Teachers' daily lesson and curriculum plans tend to be determined by the textbook. Siler (1986) further stresses that less experienced teachers tend to follow the textbook's outline, suggestions, and activities more than experienced teachers. Seventy percent of teachers' instruction time is spent using the textbook. Siler (1986) also reports that "The Texas Governor's Committee on Public Education estimated that seventy five percent of a student's classroom time and ninety percent of the homework time was spent using the textbook" (p. 3).

Approximately half of all secondary teachers in social studies classes use a single textbook in preparing materials for students, with ninety percent of teachers using no more than three textbooks (Project Span, 1982). ". . . 50 percent of the teachers used a textbook as their major determiner of the curriculum, rather than sources as the state department of education or local district guidelines" (p. 107). This led them to conclude that the textbook is the main source

from which eighty percent of all curriculum decisions are made in schools throughout America.

Because the textbook will play a large part in shaping the students' attitudes and ideas about concepts and periods of American history, teachers of American history must select the best possible books that are available. Therefore, the selection of textbooks becomes the major decision teachers make concerning course content.

In discussing social studies textbooks, Patton (1980) explains "Teachers are expected to use textbooks as effective learning tools no matter what the book's inequalities may be" (p. iii). Because the textbook is the dominant source used in determining objectives, procedures, questions, thoughts, assignments, and other items in teaching American history, a comparison of American history textbooks is needed in order to determine the best possible books that are available to students and teachers. A comparison is further needed in order to improve the quality of textbooks in all areas of instruction.

Justification of the Study

Textbooks are constantly being revised to reflect changes that have taken place in America. Teachers and students will get or not get information based on the material presented by authors. The presentation of material on the Reconstruction period in American history in the past has been very controversial. American history textbooks of the fifties and early sixties contained myths, misconceptions, and inaccuracies about various aspects of Reconstruction. Even though textbooks of the 1980's have eliminated most of the inaccuracies found in American history textbooks of earlier

periods, authors are still not systematic in presenting material about the Reconstruction period in American history (Krug, 1970).

An evaluation of the Reconstruction period as presented in various textbooks is justifiable because authors take different viewpoints in discussing the Reconstruction period. Traditional historians or authors tend to see the Reconstruction period as corruptive or vindictive, whereas revisionist authors describe the positive aspects or accomplishments of the period. This study helps teachers understand the viewpoints presented in various textbooks.

Traditional historians label the Reconstruction period as bad. "Various historians have called this phase of American history 'The Tragic Era,' 'The Dreadful Decade,' 'The Age of Hate,' and 'The Blackout of Honest Government.' Reconstruction represented the ultimate shame of the American people -- as one historian phrased it, 'the nadir of national disgrace.' It was the epoch that most Americans wanted to forget" (Crowe, 1966). Other traditional historians apply similar labels to the period of history between 1865 and 1877. James G. Randall refers to it 'as a time of party abuse, of corruption, of vindictive bigotry,' whereas James W. Burgess refers to it as the 'most soul sickening spectacle that Americans had ever been called upon to behold' (Stampp, 1969). Traditional historians include authors such as Claude Bowers, William A. Dunning, James Ford Rhodes, James G. Randall, Walter Fleming, John W. Burgess, James Garner, and writers of the early twentieth century. These traditional historians basically point out the negative aspects of the Reconstruction period and omit the positive accomplishments. They see very little that was good about the Reconstruction period. According to Stampp (1969), the person mainly

responsible for the traditional view of Reconstruction is Claude Bowers. In 1929, Bowers published the book The Tragic Era which according to Stampp (1969), ". . . has attracted more readers than any other dealing with the period" (p. 4). Stampp (1969) further notes that the person who left the most lasting impression on the events between 1865 and 1877 on American historians is William Archibald Dunning and his school of graduate students.

Base on Stampp's view, a traditional description of the Reconstruction period by the Dunning school is described basically in these terms:

> Abraham Lincoln, while the Civil War was still in progress, turned his thought to the great problem of reconciliation; and, with malice toward none and charity for all, this gentle and compassionate man devised a plan that would restore the South to the Union with minimum humiliation and maximum speed . . . . Motivated by hatred of the South, by selfish political ambitions, and by crass economic interests, the radicals tried to make the process of Reconstruction as humiliating, as difficult, and as prolonged as they possibly could.
>
> The second chapter of the Dunning version begins with Andrew Johnson's succession to the presidency. Johnson, the old Jacksonian Unionist from Tennessee, took advantage of Congress adjournment to put Lincoln's mild plan of Reconstruction into operation, and it was a striking success . . . . But the radicals unfortunately had their own sinister purposes: they repudiated the governments Johnson had established in the South, refused to seat southern Senators and Representatives, and then directed their fury against the President. After a year of bitter controversy and political stalemate, the radicals, resorting to shamefully demagogic tactics, won an overwhelming victory in the congressional elections of 1866.
>
> Now, the third and the final tragedy. Riding roughshod over presidential vetoes and federal courts, the radicals put the South under military occupation, gave the ballot to Negroes, and formed new southern state governments dominated by base and corrupt men, black and white. Not satisfied with reducing the South to political slavery and financial bankruptcy, the radicals even laid their obscene hands on the pure fabric of the federal constitution. They

> impeached President Johnson and came within one vote of removing him from office . . . .
>
> The last chapter is the story of ultimate redemption. Decent southern white Democrats, their patience exhausted, organized to drive the Negroes, carpetbaggers, and scalawags from power, peacefully if possible, forcefully if necessary. One by one the southern states were redeemed, honesty and virtue triumphed, and the South's natural leaders returned to power . . . . (pp. 6-8).

This traditional view of Reconstruction lasted for decades. Several other historians, such as Charles A. Beard and Howard K. Beale write in the same vein as Dunning and his school of graduates. Current (1969) states that Dunning and his school of graduates view of Reconstruction ". . . was carried to the extreme by popular writers such as the preacher turned novelist Thomas Dixon and the Democractic party propagandist Claude G. Bowers" (p. ix).

During the 1930's, revisionist writers start to challenge the views on Reconstruction presented by traditional historians. Revisionist writers include authors such as W.E.B. Dubois, Kenneth Stampp, John Hope Franklin, Eric McKitrick, David Donald, Horace Mann Bond, W.L. Brock, John and Lawanda Cox, and C. Vann Woodward. The revisionist writers describe the Reconstruction period in more accurate terms. These writers point out that the Reconstruction period is not all bad. Current (1969) summarizes their views, "These writers did not agree among themselves on every point, but they were unanimous in believing the traditional view of Reconstruction was defective in many if not all aspects" (p. x). Stampp (1969) says that the revisionists ". . . discovered that the Dunningites overlooked a great deal, and they doubt that nobility and idealism died in 1865" (p. 8).

As revisionist authors discuss the faults of the traditional historians' views of the Reconstruction period, they make extreme efforts to point out positive accomplishments of the period. The revisionists make it clear that Reconstruction is not a total failure, as some traditional historians claimed, because some positive and lasting gains are made during the period. For example, the thirteenth, fourteenth, and fifteenth amendments are added to the constitution which freed Blacks, made Blacks citizens, and gave Blacks the right to vote. Schools are built, both Black and White, and transportation improves during the period.

But one of the main differences between the traditionalist writer and the revisionist writer is the interpretation of the Black man. Traditional writers see no positive points in any way about Blacks being freed, whereas revisionist writers are able to describe positive traits to the freedman in his new perspective. Current (1969) said that "Recent historians assume that the freedman of the 1860's and 1870's, despite the handicaps of their previous servitude were by nature quite capable of participating in self government. The revisionists differ most fundamentally from their predecessors in a relative lack of race bias" (pp. x-xi). But in the final analysis, it is not good for an historian to be labeled a revisionist because, according to Stampp (1969), ". . . his ultimate and inevitable fate is one day to have his own revisions revised" (p. 21).

Students and teachers will get a different view of Reconstruction based on the textbook selected. Textbooks before the sixties, according to Fitzgerald (1979), discuss Reconstruction from the standpoint that "Radical Reconstruction was an unmitigated disaster. The Reconstruction

governments were imposed on the South with Federal bayonets and run by a lot of unscrupulous 'carpetbaggers' and 'scalawags'" (p. 86). Fitzgerald also points out that many textbooks have changed their interpretation of the Reconstruction period, but still many do not reflect the newer interpretations based on contemporary authors such as Stampp and Simkins. Therefore, it is important to evaluate textbooks in order for students and teachers to develop a true picture of this period in American history.

Statement of the Problem

The problem of this study is to answer the question: How do selected junior high American history textbooks present selected aspects of the Reconstruction period in American history?

Purpose of the Study

The purpose of this study is to provide information on how a selected group of junior high school American history textbooks present selected aspects of the Reconstruction period. The books are classified based upon how each book answers a common set of questions.

Procedures

The textbooks used in this study were:

1. Maier, O. (1986). The American People. Lexington, Massachusetts: D.C. Heath Company.
2. Garranty, J. (1986). American History. New York: Harcourt, Brace, and Jovanovich.
3. Pect, I., Jantzen, S., and Rosen, D. (1987). American Adventures. Austin, Texas: Steck-Vaugh Company.
4. Smith, R., Levy, E.D., and Brown, M.H. (1982). Faces of America. New York: Harper and Row.

5. Brown, R.C., and Bass, H.J. (1985). One Flag, One Land. Morristown, New Jersey: Silver Burdett Company.

6. Buggey, J., Danzer, G.A., Mitsakos, C.L., and Risinger, C.F. (1985). America! America! Glenview, Illinois: Scott, Foresman, and Company.

7. Schwartz, M., and O'Conner, J.R. (1986). Exploring American History. New York: Globe Book Company.

The textbooks for analysis were obtained by contacting major publishers and those who had expressed an interest in bidding in Mississippi or who were on the present adoption list of the state of Mississippi. Also, references to advertisements in recent editions of social studies journals were examined for new publications of junior high American history textbooks, and several publishers were contacted. A total of nine companies were contacted. All nine companies responded, but two stated the company did not publish a junior high American history textbook. Therefore, seven junior high American history textbooks were used in this study.

In evaluating the junior high American history textbooks, the following questions were asked:

1. Did the authors present important people, organizations, and concepts associated with Reconstruction? This presentation was done by compiling a list of people, organizations and concepts associated with the Reconstruction period and comparing that list to the list of people, organizations and concepts presented in the selected textbooks used in this study. The original list of people, organizations, and concepts was developed from an examination of three high school American history textbooks. The books were authored by Todd and Curti (1977), Allen and Betts (1971), and Smith (1983). The

content presented in the high school textbooks is reflected in the works of National Reconstruction historians such as Stampp (1969), Franklin (1961), Current (1969), and Dubois (1935).

2. What Blacks were included or omitted in each textbook? In determining what Blacks were omitted or included, a list of Blacks who took part in Reconstruction was compiled from the books of Franklin (1961), Bennett (1969), and Dubois (1935). The compiled list was compared to the Blacks presented in each selected textbook for their inclusion or omission.

3. What type of illustrations were presented in describing the Reconstruction period? The evaluation of illustrations was made by counting the total number of pictures, cartoons, engravings, paintings, and photographs of Blacks and Whites included in describing the period.

4. How much space (length of article) was devoted to which aspects of Reconstruction? In determining how much space (length of article) was devoted to various aspects of Reconstruction, the analysis was made by counting the number of lines, paragraphs, or pages devoted to that aspect of Reconstruction.

5. Were the textbooks biased in their treatment of individuals or groups? In evaluating textbooks according to how biased they were, Pratt's (1972) Evaluation Coefficient Analysis (ECO) was used. Bias was determined by assigning favorable (+) and unfavorable (-) signs to words used to describe a group or individual. For example, if Blacks during the Reconstruction were described as lazy, barbarous, or bad, an unfavorable sign was applied to each word. On the other hand, if Blacks were described as good, honest, or polite, a favorable sign was applied to each word. This formula operated by counting

the number of favorable (+) signs, multiplying this figure by 100, and then dividing this product by the total number of (+) and (-) signs.

Delimitations

This study is limited to an evaluation of the Reconstruction period as presented in the selected group of junior high American history testbooks.

This study is also limited to the sample of textbooks and the sample of the content: Reconstruction Period.

Definition of Terms

1. **Reconstruction** - The period in American history from 1865 - 1877; the period immediately following the Civil War in America.

2. **Revisionist** - Historians who wrote to correct the errors of historians who described the Reconstruction period from a negative viewpoint.

3. **Sterotype** - A fixed opinion, expression, notion, or mental pattern about an individual or group.

4. **Traditional View of Reconstruction** - A view that nothing good or positive came out of the Reconstruction period; the view held by historical writers of the early twentieth century.

CHAPTER II

REVIEW OF RELATED MATERIAL

Textbooks are valuable instruments used in teaching American history. They are valuable in that they can be used as an outline or blueprint in deciding the way the content is to be presented. Classroom activities are centered on the textbook. It is calculated that ninety-three percent of students in elementary school, ninety-two percent of students in middle school, and eighty-eight percent of high school students use textbooks. It is estimated that ninety percent of a student's classroom time is spent using curriculum materials, especially textbooks (Project Span, 1982).

Although most teachers do not depend entirely on the textbook in teaching, Metcalf (1980) states that the textbook ". . . is the central core of knowledge around which the whole course is structured" (p. 84). Also according to Metcalf (1980), some teachers ". . . cover the course using the textbook's objectives, activities, and tests found in the teacher's guide" (p. 84). Garcia (1980) writes that "At the secondary level in U.S. history courses, the textbook is the main source of instruction. Students are required to master the materials between its covers" (p. 148).

Even though textbooks make up the main part of the course material used in teaching American history, there are faults with American

history textbooks. Project Span (1982) reports that textbooks have tended to avoid controversial issues. Treatment of conflicts between individuals and groups are usually omitted, and when included, they are not substantially discussed.

It has been observed that textbooks are especially noticeable in their acceptance or avoidance of interpretations. Brown (1969) writes ". . . high school textbooks tends to be black and white, stereotyped, suitable for perpetuating the myths which pass for history, but unable to provide students with contrasting interpretations of events and policies" (p. 319).

The Council of Interracial Books for Children (1980) concludes that the main problem with history textbooks is their perspective or point of view. The point of view that dominates textbooks has always been White, upper class, and male. For years young people have been taught that the United States is a White country and that the prime builders of history have been White males. The Council of Interracial Books for Children (1980) further concludes that "Although new textbooks include some information that was previously omitted, too frequently the information is a pothole view about a people, but not from the perspective of the people described. In other instances, the information is set apart from the rest of the text which continues to reflect one viewpoint only" (p. 86). Fitzgerald (1979) says that it is not until the late 1960's that textbooks start to picture Americans other than White Anglo-Saxon Protestants.

Patton (1980) points out that the presentation of most ethnic groups in many textbooks does not meet the minimum requirements needed to teach these groups' values and history. When included, the material

is presented only as tokenism. Patton also points out that "Today ethnic groups are visible in textbooks. Indeed, the proportion of minority ethnic persons discussed and illustrated in an increasing number of primary grade texts is in excess of the actual ratio between minorities and majority found in our society" (p. 50).

Garcia (1980) maintains that as schools move toward a better acceptance of ethnic groups, materials that emphasize individuals and groups are essential. In doing an evaluation of Native Americans in U.S. history textbooks, Garcia (1980) provides a method for others to follow:

1. information describing Native Americans was gathered by turning to the index of the text, noting the pages listed under the heading Native Americans (Indian), reviewing these pages, and identifying the general theme of content;

2. the text was skimmed, and non-indexed pages describing Native Americans were noted and classified for theme treatment;

3. once the data were identified, they were assigned to a category listed below:

    a. Noble Savage
    b. White Man's Helper
    c. Indian Maiden
    d. Red Varmint
    e. Indian Warrior
    f. Chief
    g. Protestor
    h. Other

4. the quality of coverage allowed to each theme was identified accordingly:

    a. Minimal - 5 sentences +
    b. Nominal - ½ page +
    c. Maximal - 1 page + (pp. 148-149)

The Council of Interracial Books for Children (1980) explains that while textbooks cannot be totally objective, the events portrayed

must be viewed from the perspective of the groups involved. If not, the views presented will cause students to get only a limited understanding of the event itself. Abramowitz (1969) states that "When the Negro did break into texts fifteen and twenty years ago, it was often in the form of passing notice that the Negro had been brought to the New World as a slave and that he possessed a disposition to be kind, cheerful, deeply spiritual, and docile to the point of almost being childlike" (p. 306). Abramowitz (1969) also mentions that better treatment of the Black's condition on the pages of American history textbooks seemed to have caused the Indian to receive better recognition.

Project Span (1982) reports that controversial issues are glossed over in textbooks. The report observes that ". . . social studies textbooks tend to be conventional . . . . The emphasis is on transmitting information about 'safe' topics" (p. 126). The report further explains that changes have occurred in social studies textbooks in recent years. These changes bring about a better treatment of females, controversial topics, ethnic and racial minorities in history textbooks. A similar report explains that it has been generally agreed that textbooks must be free of bias, give no offense to anyone, and take a middle of the road concept on controversial topics. This concept causes most textbooks to gloss over controversial issues, and to provide students with agreeable, if not always accurate, value judgements and generalizations (Krug, 1961).

The selection of textbooks has been and still is a major problem for teachers. In the selection of textbooks, a main problem has centered on the question of what is to be evaluated? Ohles (1969)

summed up the conflict as follows:

> Social studies textbooks are criticized because they fail to consider adequately the contribution and culture of minority groups--or, they are criticized because they respond too well to the educational needs and general contributions of minorities. Some critics complain because the reality of the modern world is not reflected in a concern for international agencies or some political, cultural, or geographical area of the world--other criticism is directed at mention of the United Nations or discussion about the Socialist bloc, or oriental cultures, or African national development . . . (p. 322).

In the final analysis he concluded that the main item that has to be evaluated was accuracy. Too many unnecessary errors appear in textbooks. Facts should be determined by the most recent interpretations, and based on a consensus of experts rather than a single individual (Ohles, 1969).

History textbooks are filled with illustrations and pictures. These illustrations and pictures are presented in a variety of ways, and they can serve as a valuable teaching aid in American history. Downey (1980) suggests that a picture is not worth a thousand words, as the expression goes, unless students are trained to get meaning from it. According to a report of Project Span (1982), "While graphics in the textbooks tend to make them more attractive, they also serve an instructional function. One of the most important changes in the textbooks written in the past ten years has been the emphasis on learning from pictures" (p. 127). Downey (1980) further states that ". . . when used deliberately with some forethought by the teacher, the picture can add to the students intellectual experience" (p. 93). Therefore, the type of illustrations should be an important criteria in selecting American history textbooks.

Of all periods in American history, the Reconstruction period

has presented the greatest challenge to textbook writers. The large amount of material and research on the period has been of little help to textbook writers because the period is controversial in its conclusions and often contained undisguised bias (Abramowitz, 1969).

In writing about various authors' view of the Reconstruction period, especially that of Frank Muzzey, a well known author of high school American history textbooks, Fitzgerald (1979) stated that Muzzey viewed President Johnson as coarse, egotistical, obstinate, vindictive, but the Radical Republicans were a great deal worse. Indeed there was nothing good about Reconstruction--not even the Fourteenth and Fifteenth Amendments, since the enfrancisement of the freedmen set the ignorant, superstitious, gullible slave in power over his former master" (p. 64). Interpretations such as the one by Muzzey were found in various high school textbooks. Revisionist authors have corrected the errors of writers of earlier periods in American history. In academic circles, their version of Reconstruction became the dominant one by the end of the thirties. But according to Fitzgerald (1979) ". . . it took thirty years and the civil-rights movement to put it into high school texts" (p. 89).

Although traditional historians' views have been revised, Gillette (1979) emphasizes that some historians rewrote the Dunning interpretation to the point that the weaknessess of the period were so minimized and the successes glorified as to produce a distorted picture of the period from the point of view of revisionist.

Although numerous articles deal with the treatment of Blacks, ethnic groups, and females in American history textbooks, few articles evaluate the presentation of material on the Reconstruction period

in American history. One article, Terry (1983), examines the presentation of the Reconstruction period in Georgia history textbooks that are directed toward middle school and high school students. Terry classifies the textbooks according to the traditional view or revisionist view of Reconstruction. He compares the textbooks used between 1917 and 1982. In the comparison, Terry (1983) examines the following topics:

(1) depiction of President Andrew Johnson;
(2) depiction of radical republicans in Congress;
(3) description of the Freedmen's Bureau;
(4) length and severity of reconstruction;
(5) depiction of blacks:
(6) depiction of carpetbaggers and scalawags;
(7) quality of carpetbag governments; and
(8) depiction of southern whites resistance (p. 6).

Terry presents the facts, but makes no recommendations about the textbooks examined in the study.

Textbook content has improved from decade to decade. From 1960 to 1970, textbooks improved in areas such as organization of concepts, values, and a more realistic presentation of information. Newer textbooks, more often than older ones, include areas of social science that tended to be neglected, such as anthropology, sociology, economics, political science, and psychology. Brown (1969) expressed the view that every teacher should have at least one area in which he feels competent to evaluate the organization, statement of facts, interpretations, and the inclusion or omission of recent research. Therefore, Brown (1969) wrote ". . . when any teacher was confronted with a new or unknown textbook, he could turn to that chapter or section where his own scholarly competence was greatest, and read critically and carefully" (p. 319).

Students and teachers in American history will continue to use textbooks no matter what inequalities the books might have. Abramowitz (1969) points out that "Textbooks still have a long way to go, but it is very possible that we have failed to face up to the fact that putting material into the textbooks is no guarantee that it is going to get through to the people in the classrooms" (p. 307). Widely used textbooks have tended to be alike in the organization of material. Textbooks in the same subject area also have tended to present the same information and interpretations.

Anyon (1979) stated that history textbooks are produced by historians, curriculum experts, and publishing companies. Represented in the textbooks are the views and choices of the people whose names appear on the title page, but this is not always the case. Publishing companies concerned with meeting requirements of school markets, present views in many cases that are not the ones of the authors listed. If textbook authors vary in their interpretations of the Reconstruction period in American history, textbooks must be evaluated in order to provide the best possible books to students and teachers.

CHAPTER III

ANALYSIS OF DATA

The data in this study was analyzed by counting the number of lines devoted to each selected aspect of Reconstruction. Counting only shows quantity which may or may not be a measure of the quality of the textbook, but quantity provides the opportunity to present more material in greater depth, although this is not done in all cases because aspects are not always presented well. Quality is very hard to determine because no established guidelines are developed to outline the procedures for measurement. However, the analysis of data presented in this study attempts to show the quantity and quality of the selected textbooks. References to the selected textbooks are made according to the number assigned to each textbook as listed in Table 1.

Table 2 indicates the number of pages each textbook uses to present the Reconstruction period. It shows that textbook #1 uses 23 pages, whereas textbook #7 uses only seven. It also shows that textbooks (#2, #3, #4, #5, and #6) use between 13 and 20 pages to present the period, with the average of the seven textbooks being 16. It is common for textbooks to use one chapter in presenting the Reconstruction period, but textbook #3 uses three short chapters and textbook #7 uses two short chapters. Presenting periods in multiple chapters is characteristically done throughout both textbooks #3 and #7.

In presenting the data, comparisons are made by counting the

TABLE 1

TEXTBOOKS AND TEXTBOOK'S REFERENCE NUMBER

Textbook's Reference Number	Textbooks
#1	Maier, O. (1986). The American People. Lexington, Massachusetts: D.C. Heath Company.
#2	Garranty, J. (1986). American History. New York: Harcourt, Brace, and Jovanovich.
#3	Pect, I., Jantzen, S., and Rosen, D. (1987). American Adventures. Austin, Texas: Steck-Vaugh Company.
#4	Smith, R., Levy, E.D., and Brown, M.H. (1982). Faces of America. New York: Harper and Row.
#5	Brown, R.C., and Bass, H.J. (1985). One Flag, One Land. Morristown, New Jersey: Silver Burdett Company.
#6	Buggey, J., Danzer, G.A., Mitsakos, C.L., and Risinger, C.F. (1985). America! America! Glenview, Illinois: Scott, Foresman, and Company.
#7	Schwartz, M., and O'Conner, J.R. (1986). Exploring American History. New York: Globe Book Company.

TABLE 2

NUMBER OF PAGES DEVOTED TO DISCUSSING
THE RECONSTRUCTION PERIOD

Textbook	Number of Pages
#1	23
#2	20
#3	17
#4	18
#5	16
#6	13
#7	7

the number of lines devoted to each aspect of Reconstruction on the compiled list. Counting the number of lines, rather than the number of paragraphs, is used because textbooks vary in the number of lines per paragraph. Tables 3, 4, and 5 attempt to show the quantity and quality of the selected textbooks examined in this study.

Table 3 shows the aspects which are included or omitted in each textbook. It reveals that textbooks differ on the material selected to present the Reconstruction period. None of the textbooks presents all of the aspects on the compiled list. Textbook #1 includes the greatest number, 25 out of the 26 aspects, with Oliver Howard being the only aspect omitted, while textbooks #3 and #6 include the fewest number, presenting only 15 of the 26 aspects. Textbook #1 is the only book to include the Wade-Davis manifesto and textbook #5 the only one to include Oliver Howard. Only two textbooks, #1 and #2, include the Moderate Republicans and only two, #1 and #4, include the Wade-Davis bill. For junior high students, Oliver Howard, Wade-Davis manifesto, Moderate Republicans, and the Wade-Davis bill may be less important aspects in understanding the Reconstruction period. All other 22 aspects are presented by four or more of the authors. The textbooks unanimously include the following ten aspects: 13th amendment, Andrew Johnson's Plan of Reconstruction, the Black Codes, Radical Republicans, Freedmen's Bureau, 14th amendment, 15th amendment, carpetbaggers, Klu Klux Klan, and the impeachment trial of Andrew Johnson.

In an analysis of Tables 4 and 5, textbook #3 is temporarily excluded because of its unusual nature of presenting the period. The analysis is done on the other six textbooks. An examination of the

TABLE 3

INCLUSIONS AND OMISSIONS

	Aspects	Textbooks #1	#2	#3	#4	#5	#6	#7
1.	Lincoln's Plan of Reconstruction	I	0	0	I	I	I	I
2.	13th Admendment	I	I	I	I	I	I	I
3.	Wade Davis Bill	I	0	0	I	0	0	0
4.	Johnson's Plan of Reconstruction	I	I	I	I	I	I	I
5.	Wade Davis Manifesto	I	0	0	0	0	0	0
6.	Black Codes	I	I	I	I	I	I	I
7.	Radical Republicans	I	I	I	I	I	I	I
8.	Moderate Republicans	I	I	0	0	0	0	0
9.	Freedmen's Bureau	I	I	I	I	I	I	I
10.	Oliver Howard	0	0	0	0	I	0	0
11.	Civil Rights Act of 1866	I	I	0	I	0	0	I
12.	14th Admendment	I	I	I	I	I	I	I
13.	Tenure of Office Act	I	I	I	I	0	0	I
14.	Edwin Stanton	I	I	I	I	0	0	0
15.	Election of 1868	I	I	I	I	I	I	0
16.	15th Admendment	I	I	I	I	I	I	I
17.	Carpetbaggers	I	I	I	I	I	I	I
18.	Scalawags	I	I	0	I	I	I	I
19.	Klu Klux Klan	I	I	I	I	I	I	I
20.	Election of 1872	I	0	0	I	I	0	0
21.	Sharecropping	I	I	0	I	I	0	I
22.	Crop-Lien System	I	I	0	0	I	0	0
23.	Thaddeus Stevens	I	I	I	I	I	0	I
24.	Election of 1876	I	I	I	I	I	I	0
25.	John Wilkes Booth	I	I	0	I	I	I	I
26.	Impeachment Trial of Andrew Johnson	I	I	I	I	I	I	I
TOTAL INCLUSIONS		25	22	15	22	20	15	17

I - means Inclusion 0 - means Omission

TABLE 4

NUMBER OF LINES DEVOTED TO EACH OF THE UNANIMOUS ASPECTS OF RECONSTRUCTION IN THE SELECTED BOOKS

	Aspects	Textbooks #1	#2	#3	#4	#5	#6	#7
1.	13th Admendment	10	2	6	4	8	1	2
2.	Johnson's Plan of Reconstruction	29	5	19	15	16	10	8
3.	Black Codes	15	10	10	22	27	21	3
4.	Radical Republicans	20	15	40	14	17	3	16
5.	Freedmen's Bureau	16	12	24	49	26	3	5
6.	14th Admendment	33	18	10	20	41	3	13
7.	15th Admendment	11	6	4	3	4	4	5
8.	Carpetbaggers	8	9	10	7	15	5	9
9.	Klu Klux Klan	28	12	7	12	30	8	21
10.	Impeachment Trial of Johnson	30	22	96	22	34	4	13

TABLE 5

NUMBER OF LINES DEVOTED TO EACH OF THE NON-UNANIMOUS ASPECTS OF RECONSTRUCTION IN THE SELECTED BOOKS

	Aspects	Textbooks #1	#2	#3	#4	#5	#6	#7
1.	Lincoln's Plan of Reconstruction	17	0	0	18	18	15	2
2.	Wade-Davis Bill	14	0	0	8	0	0	0
3.	Wade-Davis Manifesto	4	0	0	0	0	0	0
4.	Moderate Republicans	14	9	0	0	0	0	0
5.	Oliver Howard	0	0	0	0	4	0	0
6.	Civil Rights Act of 1866	7	11	0	9	0	0	3
7.	Tenure of Office Act	12	4	7	3	0	0	3
8.	Edwin Stanton	2	1	6	4	0	0	2
9.	Election of 1868	8	7	5	10	8	5	0
10.	Scalawags	5	8	0	7	10	5	5
11.	Election of 1872	9	0	0	9	2	0	0
12.	Sharecropping	17	6	0	18	26	0	15
13.	Crop-Lien System	26	6	0	0	14	0	0
14.	Thaddeus Stevens	2	6	71	1	11	0	1
15.	Election of 1876	31	47	95	26	54	13	0
16.	John Wilkes Booth	1	9	0	5	7	5	1

data shows that the variation in coverage of aspects presented range from a high of 54 lines to a low of one, with the election of 1876 receiving the greatest coverage, even though textbook #7 does not cover the aspect. The election 1876 is the controversial election that ends Reconstruction.

An examination of the ten unanimous aspects presented show that the three largest presentations following the election of 1876 are the 14th amendment, the impeachment trial of Andrew Johnson, and the Freedmen's Bureau. The analysis shows that textbooks tend to give the least amount of space to the 13th amendment, followed by the 15th amendment and the carpetbaggers. Fifty-five percent of the written presentation in the sample are less than ten lines and 44% more than ten lines. Arbitrarily, but with some justification, less than ten lines is labeled as minimum coverage of a topic.

Textbook #1, which covers the greatest number of aspects, devotes more than minimum coverage to 15 of the aspects, with nine receiving minimum coverage. Textbooks #6 and #7 gives minimum coverage to 11 and 13 aspects, and they also cover the fewest number of aspects, 15 and 17, for a sum total of 32, with minimum coverage given to 24 of the aspects, and only eight receiving above minimum coverage. Textbooks #2, #4, and #5 present a total of 64 aspects, with minimum coverage given to 30 of the aspects.

The non-unanimous aspect that receives the least amount of coverage is Edwin Stanton, who is presented in four textbooks (#1, #2, #3, and #4). Both the scalawags and John Wilkes Booth appear in six of the seven textbooks, with textbook #3 being the only exception, and each is presented in ten lines or less.

Table 6 lists the textbooks that provide the longest and shortest presentation of the ten common aspects. All seven textbooks appear at least once either in the shortest or longest presentation column. However, three textbooks dominate the Table (#1, #5, and #6). The analysis reveals that textbook #5 gives the longest presentation to four out of the ten aspects, and textbook #6 gives the shortest presentation to six out of the ten aspects treated. Together, textbooks #1 and #5 make a total of seven of the longest presentations and neither appears in the shortest presentation column. In the shortest presentation column, only textbook #6 appears more than once, and it gives the shortest presentation in six of the ten instances.

Textbook #3 takes a different perspective in presenting the Reconstruction period. It divides the period into three short chapters and presents each chapter as a case study. In the case study, it devotes 96 lines to the impeachment trial of Andrew Johnson, 95 lines to the election of 1876, and 71 lines to Thaddeus Stevens, which are the greatest number of lines given to these aspects. This is due to its chosen format. Further examination shows that the textbook only covers 15 of the 26 aspects which is the fewest number, although it includes all ten unanimous apsects, only five of the non-unanimous aspects are included.

Table 7 represents Blacks that are included or omitted on the compiled list. The list is compiled from books by three Black historians. These are DuBois (1935), Franklin (1961), and Bennett (1969). Textbook #4 includes all of the Blacks on the compiled list, whereas textbook #2 includes none of the Blacks on the compiled list. Four books include seven or more Blacks while textbooks #5 and #7

TABLE 6

LONGEST AND SHORTEST PRESENTATION
OF THE TEN COMMON ASPECTS

Aspects	Longest Presentation	Shortest Presentation
1. 13th Amendment	#1	#6
2. Johnson's Plan of Reconstruction	#1	#2
3. Black Codes	#5	#7
4. Radical Republicans	#3	#6
5. Freedmen's Bureau	#4	#6
6. 14th Amendment	#5	#6
7. 15th Amendment	#1	#4
8. Carpetbaggers	#5	#6
9. Klu Klux Klan	#5	#3
10. Impeachment Trial of Andrew Johnson	#3	#6

TABLE 7

BLACKS OMITTED OR INCLUDED

Aspects	Textbooks #1	#2	#3	#4	#5	#6	#7
1. Blanche K. Bruce	O	O	O	I	I	O	I
2. Hiram Revels	I	O	I	I	O	I	I
3. P.B.S. Pinchback	O	O	O	I	I	O	O
4. Robert Elliott	I	O	I	I	O	I	O
5. Benjamin Turner	I	O	I	I	O	I	O
6. Robert DeLarge	I	O	I	I	O	I	O
7. Josiah Walls	I	O	I	I	O	I	O
8. Jefferson Long	I	O	I	I	O	I	O
9. Joseph Rainey	I	O	I	I	O	I	O
10. Robert Smalls	O	O	O	I	O	O	O
TOTAL INCLUSIONS	7	0	7	10	2	7	2

I - means Inclusion O - means Omission

includes only two, and in textbook #2 none of the Blacks are named.

Table 8 indicates the total number of illustrations (pictures, cartoons, engravings, photographs, and paintings) used to present the period. It also shows the breakdown of illustrations by race. Textbook authors seem to be conscious of race because the illustrations are almost equally divided between Blacks and Whites, except textbook #5 which includes only two Blacks in its ten illustrations.

Textbook authors also tend to present similar pictures. For example, the picture of the first seven Black members of the United States Congress during the Reconstruction period appears in four of the selected textbooks (#1, #3, #4, and #6). Other pictures are similar in their choice of content but are not the exact same picture. An example of this similarity is a picture of Blacks attending a Freedmen's Bureau school appears in five of the seven textbooks (#1, #2, #3, #4, and #5). Similarly, content pictures of the Klu Klux Klan appear in four of the textbooks (#4, #5, #6, and #7).

The researcher is unable to apply Pratt's (1972) Evaluation Coefficient Analysis (ECO) to determine if terms used to describe aspects of Reconstruction were negative or positive. Terms in older textbooks such as vindictive, obstinate, coarse, ignorant, superstitious, gullible, lazy, barbarous, good, and polite are descriptive adjectives not used to describe any aspect of Reconstruction in the textbooks examined. Instead the textbooks are void of descriptive adjectives as illustrated by the following list of quotations that are selected by chance from the ten aspects commonly presented on Reconstruction:

#1 - The final blow came when the Southern states passed black codes (p. 422).

TABLE 8

TOTAL NUMBER OF ILLUSTRATIONS
AND BREAKDOWN BY RACE

Textbook	Total Number	Whites	Blacks
#1	12	4	8
#2	20	10	10
#3	10	5	5
#4	11	6	5
#5	10	8	2
#6	10	5	5
#7	8	4	4

#2 - Those who came from the Northern states were called carpetbaggers (p. 503).

#3 - The Freedmen's Bureau had been set up at the end of the war by an act of Congress (p. 297).

#4 - It used terror to keep blacks and their white supporters from voting or holding office (p. 497).

#5 - When Johnson became President he followed the 10 percent plan with some additions (p. 366).

#6 - The fourteenth Amendment made Blacks citizens and barred some Confederate leaders from voting and holding office (p. 402).

#7 - Radical Republicans moved quickly to carry out the amendment and their plans for Reconstruction (p. 331).

The analysis is done by counting the number of lines devoted to each selected aspect of Reconstruction. Counting only shows quantity which may or may not be a measure of quality, but no valid method of measuring quality apart from quantity is developed. Pratt's instrument for measuring bias is not used because textbooks tend to avoid descriptive adjectives.

Textbooks vary on the material selected to present the period and the way the material is presented. Textbook #3 divides the period into three short chapters and uses each chapter as a case study of a particular aspect, as a result counting is not as fair to this style of book as counting is to the chronological method of presentation. Common wisdom tends to indicate that books with more pages cover more aspects and books with less pages cover less aspects. The study reveals that this is not always the case because textbooks do not cover aspects according to the size of the book. The study also reveals that textbooks tend to be similar and present similar material.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Textbooks are valuable instruments of instruction. In most classrooms, activities are centered on the textbook. It is estimated that 90 percent of a student's classroom time is spent using curriculum materials, especially the textbook. The textbook is the dominant source used to make assignments, determine objectives, and the procedures to be used in the course of study (Project Span, 1982).

This study is undertaken to determine how a selected group of junior high American history textbooks present the Reconstruction period in American history. Beginning in 1987, the American history courses in Mississippi will be divided between the junior high and senior high textbooks. Junior high textbooks will cover the period from pre-America to the end of the Reconstruction and senior high the period from Reconstruction to the present. Textbook writers and authors present different views in describing the Reconstruction period which will cause American teachers and students to get or not get information based on the views of the authors. It is important for teachers and students to understand the Reconstruction period and become aware of the facts rather than the myths presented by traditional writers of the period.

The traditional writers of history labeled the Reconstruction period as bad. They pointed out the negative aspects and omitted

the positive. Traditional writers included authors such as William A. Dunning, Claude Bowers, James G. Randall, John W. Burgess, James Garner, and writers of the early twentieth century. The views of the traditional writers were challenged in the 1930's by revisionist authors such as W.E.B. DuBois, Kenneth Stampp, John Hope Franklin, Eric McKitrick, David Donald, Hoarce Mann Bond, W.L. Brock, and John and Lawanda Cox. Revisionist writers wrote to correct the errors presented by traditional writers. One of the main differences between the traditionalist writer and the revisionist writer was the interpretation of the Black man. Traditionalist writers saw no positive points about Blacks being freed, whereas revisionist writers were able to describe positive traits to the freedmen in his new perspective. The movement for Blacks' rights did not end with the Reconstruction period but has continued to the present. Therefore, students and teachers must get the facts of Reconstruction in order to have a foundation for the civil rights movement.

Recent articles comparing the Reconstruction period in American history textbooks are few. One article, Terry (1983) compares Georgia's history textbooks used between 1917 and 1982. Terry compares the textbooks to determine whether the authors describe Reconstruction from the traditionalist views or the views of the revisionist.

This analysis of the selected textbooks is done by counting the number of lines used in presenting the Reconstruction period. Counting may or may not show quality, but in the absence of other systematic methods, counting is used in this study. The method of evaluation in this study is similar to Garcia's (1980). He uses counting to examine Native Americans in American history textbooks. Pratt's (1972)

method for measuring bias is not successful. The selected textbooks tend to be void of descriptive adjectives. Minimum coverage of aspects is defined as less than ten lines because of the way the authors of the selected textbooks, excluding textbook #3, present the aspects.

Project Span (1982) concludes that textbooks have changed in the last twenty years in the following ways: They are alike in format and style, fairer in presenting minorities, gloss over controversial issues, highly factual, and contain many illustrations. They also conclude that textbooks are more accurate. This research on the Reconstruction period with textbooks copyrighted between 1982 and 1987 supports the findings of Project Span in the following ways: Textbooks are similar and present similar materials; textbooks use a large number of illustrations; textbooks are highly factual offering few interpretations; and textbooks tend to be accurate in their presentation of facts.

Further examination of the selected textbooks reveals that although they are similar in some aspects, they are different in others. Textbook #3 divides the period into three short chapters and presents each chapter as a case study of a selected aspect of Reconstruction. As a result, counting is not as fair to this style of book as counting is to the chronological method of presentation. Textbook #3 needs to be compared with other books of the same style because in a moderate number of pages it is impossible to cover a large number of aspects when great space is devoted to case studies.

In order to present history adequately, space is needed. Textbooks #6 and #7 use the fewest number of pages in presenting the Reconstruction period. Textbook #7 presents the period in seven pages

and divides the pages into two short chapters. The book covers 17 of the 26 aspects on the compiled list. However, adequate explanations of the events that led to the aspects are not presented. Textbook #6 presents the period in 13 pages and covers 15 of the 26 aspects. It makes the shortest presentation of the ten unanimous aspects in six of the ten instances.

Textbook #1 includes the greatest number of aspects, 25 of 26, on the compiled list on the Reconstruction period. It gives more than minimum coverage to 15 of the aspects treated. Textbooks #1 and #5 make seven of the longest presentation of unanimous aspects, and neither appears in the shortest presentation column. In addition to covering more aspects than books #6 and #7, they provide explanations of the events that led to the aspects, therefore they are better history. If this finding always holds true, then indeed quantity would equal quality; at least this holds true in this sample.

Textbook #2 names no Blacks in presenting the period. It also contains the largest number of illustrations, 20, but still covers 22 of the 26 aspects on the compiled list. Blacks look to other Blacks as role models and need to see other Blacks in leadership positions. Blacks not being named in textbook #2 may lead students to conclude that Black leaders are absent in their own reform movement during Reconstruction. Textbook #2 includes no Blacks on the compiled list as contrasted with textbook #4 which includes all the Blacks on the compiled list. One of the three purposes of the textbook is to present people of all racial and ethnic groups.

Textbook #1 includes Booker T. Washington and W.E.B. DuBois in presenting the Reconstruction period. Washington and DuBois are not

active leaders during the Reconstruction period. Washington was born in 1856 and DuBois in 1868, therefore textbook authors are in error in presenting Washington and DuBois in the Reconstruction period.

Textbooks tend to be accurate in presenting aspects of Reconstruction, but there are exceptions. Textbook #5 makes the statement:

> Two black men were chosen as senators from Southern states during the Reconstruction years. Blanche K. Bruce had been a slave who escaped to the North. He moved to Mississippi after the war and became a senator in 1874. Pinckney Pinchback was a senator from Louisiana and also served briefly as governor of the state (p. 374).

Based on the way the material is worded, students and teachers may interpret the statements to mean that Blanche K. Bruce and Pickney Pinchback are the two Black senators chosen from Southern states during the Reconstruction period, but this is not the case. The two Black senators chosen during the Reconstruction period are Blanche K. Bruce and Hiram Revels; both are from Mississippi.

In some cases, textbooks provide their own interpretation of an event. For example, the fate of John Wilkes Booth, the person who assassinated President Abraham Lincoln, is presented in four different versions in the textbooks examined. Three textbooks (#1, #5, and #7) make no mention of what happened to John Wilkes Booth. Two textbooks (#3 and #4) state that a soldier shot Booth. Textbook #6 states that Booth shot himself, whereas textbook #2 indicates that the evidence is not conclusive as to whether Booth shot himself or is shot by a soldier. Most major historians agree that the evidence is unclear as to whether Booth shot himself or is killed by a soldier.

Counting is one method used to evaluate textbooks. Counting

may be misleading because a large number of lines may not be needed to present some aspects, whereas others may require a larger number because of more details or greater complexity. This study arbitrarily labels less than ten lines as minimum coverage. In using this practice, the research not only makes the above error, but allows the sample to determine the criteria for minimum. The sample should not be the criteria in determining the method of evaluation. Criteria should be determined in advance of the study. Criteria or methods need to be developed for a more systematic analysis of textbooks, and criteria need to represent the consensus of a group rather than a single individual. But in the absence of such methods, counting is superior to individual subjectivity because it can be duplicated.

Further research is needed in analyzing textbooks. An analysis of textbooks is needed not only on the Reconstruction period but on other periods of American history. Comparison of how junior high and senior high textbooks treat the same period is needed to help determine both the quality of presentation and the suitability for the learner. In addition, entire textbooks need to be evaluated to determine whether the quality of presentations run consistently throughout a textbook.

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